**Bibliotherapy Lesson Plan 9-30-09**

## Topic: Culture and Diversity/Stellaluna Grade: 2 Lesson Length: \_1 hour\_\_

## Discipline(s): Children’s Literature/Social Studies Instructor: \_Angela L. Hollis\_

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| Content Knowledge/Standards | **Social Studies COS #11**  **11.)** Explain how the diversity of people and customs in the United States and the world affect viewpoints and ideas.  **NAGC Standards**  **4.0M** Gifted learners must be provided with affective curriculum as part of differentiated curriculum and  instructional services. |
| **Assessment** | TSW work with a classmate to create a poster celebrating diversity in the clssroom. The poster will feature a Venn diagram in which they compare themselves to each other, in terms of race, culture, and personal characteristics, and a digital photo of each child. |
| **Introduction** | ***TTW read aloud Stellaluna by Janell Cannon*** |
| **Teaching Methods** | * TTW engage students in a whole group discussion of appreciating differences, cultural diversity and rights of others through the use of probing questions. * TTW assist students in defining RACE, CULTURE and DIVERSITY through the use of a Promethean Flipchart. |
| Learning Activities | * TSW actively listen to the read aloud, while being encouraged to think about the story. * TSW participate in the class discussion and interactive vocabulary lesson. * TSW work with a partner to create a Venn Diagram highlighting similarities and differences between themselves and a partner. * TSW use digital cameras, iPhoto and classroom technology tools to take photos of their partner which will enhance the finished poster/products. |
| **Resources** | * Cannon, J. (1993) *Stella Luna*. Orlando. Harcourt Books * Promethean Board with prepared Flipchart for vocabulary words (race, culture, diversity). * Large poster paper, markers, pencils, glue sticks. * Digital Camera. * Computer with printer. |
| **Products** | ***Each pair will produce a poster which features a Venn diagram that compares themselves to each other, in terms of race, culture, and personal characteristics, and a digital photo of each child.*** |
| **Grouping** | * Whole group read aloud and discussion. * Pairs of students. |
| **Extensions** | * Students may use free time later to partner with another classmate and replicate the activity. * Students will participate in Hispanic Heritage Month celebration, in which parents of Hispanic classmates will share items and customs from their family’s culture. |
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